

An Empirical Study on Business English Teaching and Development in China—A Needs Analysis Approach

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Abstract

This paper first reviews the developmental history and status quo of Business English Program in China. Then based on the theory of needs analysis, it researches on 226 questionnaires from Business English Program students from Guangdong University of Foreign Studies to investigate the problems encountered and current situation of Business English Program in China. From the statistical analysis of the questionnaires, it finds: (1) employment and interest are the main reasons that students choose Business English as their major, but the current Business English teaching materials haven't fully considered student's demands for vocational requirements; (2) it should take into account both the learners' and societies' needs in Business English curriculum arrangement to increase the number of business-related courses appropriately; (3) students generally agreed that they lack business knowledge and skills, so Business English courses should focus on cultivating the practical business skills; (4) Business English teaching materials should always be practicality oriented and targeted and communicative; (5) in order to improve teaching effectiveness, Business English teachers should consciously adopt different teaching methods targeted for different teaching content during the teaching process; (6) teachers' morality, knowledge, teaching style and mutual relationship with students can be further enhanced to meet the needs of students.

Keywords: Business English, Business English teaching, needs analysis, development research

1. Introduction

Recently, the development of China's economy not only has stimulated the "Bringing-in" strategy but also given more impetus to the "Going-out" measure. Under such circumstance, the demand for Business English talents "with business-related knowledge" grows rapidly, which results in the fast development of Business English Program in China. In 2007, Business English Program in China was officially approved and operated in three universities at the beginning. While up to now, there are more than 200 universities that have developed the Business English Program. In such a rapid development trend, however, we should evaluate the quality of the program and think about some problems such as Business English curriculum design, Business English faculties' proficiency and so on. Based on the Needs Analysis Approach, this paper mainly studies current situation and problems encountered in Business English Program in China in accordance with Business English students' needs so as to provide some suggestions for the future development of Business English Program in China so as to achieve the educational goal of Business English program and cultivate real talents that meet the needs of societies.

2. Literature Review

As for the teaching modes and methods of Business English Program in China, many domestic scholars have put forward their opinions. Hu (2002) points out that Business English Program in China has three teaching modes: English + International Business; International Business + English and the combination of International Business and English. Yuan (2006) draws our attention to the modular teaching model in Australia to explore the reform and development of Business English Teaching. She believes that the theories of Business English should be applied to practice and that the concern should focus on the students' autonomous learning rather than teachers' teaching. She also holds that business knowledge should be taught through a wide range of teaching

methods. Guo (2007) studies the Business English discourses and argues that bilingual teaching and monolingual teaching methods are to improve English teaching in all levels of undergraduate education, which aims at meeting the social needs of application-oriented talents. Ma and Han (2008) point out that it should improve the business English teachers' teaching levels and strengthen governors' role in regulation and guidance and that we are in need of appropriate Business English textbooks as well as teaching methods. Zhang and Yan (2008) analyze the dichotomy of Business English and believe that Business English is the common language used by manufacturers, organizations or people providing a chargeable service in the trade or business activity.

Studying the development of Business English from the perspective of ESP theory, Liu (2009) points out that the domestic Business English teaching models are the following: English + Business knowledge; Business English; English + Business courses taught in Chinese; English + Business courses. Liu (2010) analyzes the traditional Business English teaching model, pointing out that the ways to improve Business English teaching are reforming the business English curriculum, adjusting teaching methods and creating better teaching and learning environment. Weng (2014) points out that considering the orientation of Business English we should establish an independent discipline of Business English in the future. And Business English Program can adopt a dual-track development model which involves the quality control of Business English teaching and the establishment and improvement of Business English as an independent discipline. Wang (2013) does a research on 10-year development business English in China and he argues that according to Business English orientation, future research will expand the existing scope of the study, focusing on international business discourse, international business communication, international business culture and international business environment.

3. Definitions of Business English

As a variety of English, Business English used by people engaging in trade and commerce-related matters to provide information exchange, has existed for several centuries. According to Mark Ellis and Christine Johnson's definition in their book *Teaching Business English*, Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all fields of work in ESP (Ellis & Johnson, 2000, p. 3). As a discipline, Business English was introduced into China as a branch of English for Specific Purposes (ESP) in 1980s, and the past 30 years has witnessed the approval of Business English Program in China by Ministry of Education. For Business English, some scholars believe that it is a variety of English (Dudley-Evans, 1998), some think that it is the business language in business trade activities (Weng, 2009), some argue that it is a new type of inter-discipline (Zuo, 2009), and some think that it is a branch of the ESP (Hutchison & Waters, 1987). In terms of discipline property, Chen (2010) considered the foundation of the Business English is still the English linguistics which belongs to foreign language study not to business study.

4. Situation Analysis of Business English Program

4.1 Different Stages of Business English Program in China

China's Business English teaching program started after China's reform and opening up in 1978. According to Weng (2012), the development of Business English Program in China has undergone the following four stages:

- 1) Pre-stage: 1978-1993. The Business English education had come into being from the beginning of the reform and opening up in 1978 to 1993 when Cambridge Business English Certificates Assessment was introduced into China.
- 2) Primary stage: 1994-1998. University of International Business and Economics held the first session of the National Business English Seminar in 1994 and in 1998 the Third National Seminar on Business English was held in Xiamen University. Four years witnessed the establishment of the orientation of Business English as a discipline.
- 3) Development stage: 1999-2007. More and more business English courses and exams appeared in China.
- 4) Mature stage: after 2007, Business English Program was approved by Ministry of Education, which marks the maturity of Business English Program.

4.2 Current Business English Teaching Modes in China's Universities

In the development of China's Business English Program, three Business English teaching modes are mainly adopted in universities (Hu, 2002; Liu, 2009; Hu, Y., 2010; Zhang, 2014): The first is the traditional mode: English combined with business education model. This pattern is an early mode of business English teaching, using ordinary English-based added business courses, and now the majority of domestic institutions of higher education are still using this mode. The second is based on business coupled with English courses. This mode

belongs to the category of economic discipline, which is an applied economics, focusing on the study and research of Economics and Management. Based on the theory of economics, this mode emphasizes the application of English language in specific business environment and its teaching experience and curriculum model is mainly borrowed from abroad. The third mode is the juxtaposition and combination of Business English and business-related knowledge. Some universities with rich teaching resources, such as the Foreign Trade University, Guangdong University of Foreign Studies, Shanghai University of International Business and Economics are using this third mode.

5. Needs Analysis on Business English Teaching

5.1 Theoretical Background

Needs Analysis refers to technologies and methods through which introspection, interviews, questionnaires and other means of research methods can be carried out to investigate the target. Long (2005) believes that in foreign and second language teaching, one of several consequences is the increasing importance attached to careful studies of learner needs as a prerequisite for effective course design (Long, 2005, p. 1). From ESP perspective, the trend of Business English development can be predicted from the students' demands of Business English program through analytical investigation. Hutchinson and Waters (1987) and Munby (1978) put forward Target Situation Analysis (TSA), which is used as a method to investigate the requirements of the future working environments and learners' attitudes toward these requirements. Present Situation Analysis (PSA) was proposed by Allwright in 1982 and as a complement to TSA, it is a way to find out learners' deficiency in knowledge and skills. Hutchinson and Waters (1987) believes that Learning Situation Analysis (LSA) include teaching resources, learners' knowledge, proficiency in skills, study strategies and learning motivation. Based on these 3 kinds of analysis, this paper takes the needs of individual students and the society as reference for researchers to adjust the arrangement of Business English curriculum and amend orientation of Business English disciplines to the needs of social development.

5.2 Questionnaire Design

The survey conducted in May 2015 at Guangdong University of Foreign Studies randomly chose 228 undergraduate students who were in International Business English Program. The number of freshman is 30; sophomore, 120; junior, 38; senior, 40. 228 questionnaires were issued and 226 were valid. The questionnaire consists of three parts. The first part is about the Target Situation Analysis (TSA); the second part is the Present Situation Analysis (PSA); the third part is about the Learning Situation Analysis (LSA). Part 1 mainly includes learning motivation, employment goal, and study objective and some related questions. Part 2 includes students' satisfaction toward Business English program and deficiency of their knowledge and skills. Part 3 deals with the teacher's teaching, teaching methods, teaching materials and students' satisfaction towards teachers. Each question has four or five options, including multiple-choice questions and multiple-choice questions (more than one answer).

5.3 The Subjects of Questionnaire

Under the guidance of the theory of Needs Analysis, this paper carries out a survey on the undergraduate students from School of International Business English in Guangdong University of Foreign Studies. The choice of the subjects of questionnaire has the following reasons: 1) School of International Business English in Guangdong University of Foreign Studies is the first to start the Business English program on the undergraduate, postgraduate and doctoral levels in China; 2) The undergraduate students have strong expectancy and sensibility in learning Business English and would be interested in and attentive to filling the questionnaires; 3) The postgraduate and doctoral students who are now mainly doing academic researches cannot provide adequate referential statistics for analysis, they were not chosen as the subjects.

5.4 Data Analysis and Discussion

5.4.1 Target Situation Analysis

Target Situation Analysis (TSA) refers to the requirements analysis process for learners' future career or further studies. One of the most famous modes is Communicative Need Processor, which was proposed by Munby (1978). He pointed that study contents should be in accordance with learners' communicative needs. In this part, Target Situation is divided into learning motivation, employment goals and study objectives.

As for the students' learning motivation, statistics are illustrated in the following Table 1:

Table 1. Q1: Why do you choose Business English Program as your major

Options	Number	Percentage
Demand of employment	71	31.42%
Demand of abroad study	5	2.21%
Demand of certificates	3	1.33%
Interests/Hobbies	127	56.19%
Other reasons	20	8.85%
Total	226	

The result of question 1 shows that 31.42% of students choose Business English as their major because of the employment needs, while 56.19% of them have interest in the Business English program. From Table 1, we can see that abroad study and getting certificates are not listed as the reason why students choose Business English program.

The result of Question 2 (Compared with other language-related major, what do you think the advantage of Business English program is?) demonstrated in Table 2 bellow shows that 55.31% of students from Business English major believe the strength lies in the combination of language and business knowledge. 23.89% of them hold the opinion that Business English major has the international strategic vision.

Table 2. Q2: Compared with other language-related major, what do you think the advantage of Business English program is

Option	Number	Percentage
Combination of language and business knowledge	125	55.31%
International strategic vision	54	23.89%
No obvious advantage	47	20.80%
Total	226	

The third question is about future employment, the statistics are shown in Table 3 below:

Table 3. Q3: What is your future career

Option	Number	Percentage
Foreign trade company employees	107	47.35%
Civil servants (business-related)	47	20.80%
Teachers	42	18.58%
Translators	21	9.29%
Others (Please written them down)	9	3.98%
Total	226	

In terms of employment, 107 students choose to work in foreign trade companies, which take up 47.35% of the total. 20.80% of them prefer to work in governments or public institutions. 42 students (18.58%) choose to be

teachers. The reason why most of the Business English students choose to work in business related company, organization, government or universities or schools is that they may get a higher salary, work in a more comfortable working environment, or exert their abilities trained in the Business English program.

Question 4 investigates the students' study objectives, results are revealed in Table 4.

Table 4. Q4: What do you want to learn from Business English courses

Option	Number	Percentage
Language proficiency (listening, speaking, reading, writing, etc.)	72	31.86%
Business knowledge (economics, international finance, international business law, etc.)	90	39.82%
Communicative abilities (business communication, business etiquette, etc.)	55	24.34%
Practical business skills (Offer/counter offer, claim, etc.)	9	3.98%
Total	226	

We can see from Table 4 that students from School of International Business English pay more attention to language proficiency, business knowledge and communicative abilities. The reason why the practical business skills fail to become students' study objective may be that practical skills can be learned better in their employment environment rather than in the classroom. It means that the teaching objective of Business English should emphasize on the practical business skills that students need for their working environment.

5.4.2 Present Situation Analysis

Present Situation Analysis (PSA) was proposed in 1982 by Allwright, which is also known as Deficiency Analysis. It refers to an analysis process that finds out a proper way to teach students after making comparative analysis between present knowledge and the knowledge needed in the language application. Present Situation Analysis emphasizes the investigation of learners' language background information and the current language proficiency level, which aims at knowing the gap between present language ability and students' expected language ability. It is often used as a complement to the Target Situation Analysis.

The Present Situation Analysis consists of 3 questions. Question 5 investigates students' overall satisfaction with Business English program based on a Likert 5 scale. The five scales include VERY MUCH SATISFIED, RELATIVELY SATISFIED, MODERATELY SATISFIED, DISSATISFIED, VERY MUCH DISSATISFIED as shown in Table 5:

Table 5. Q5: What is your overall satisfaction towards Business English program

Option	Number	Percentage
Very much satisfied	30	13.27%
Relatively satisfied	65	28.76%
Moderately satisfied	119	52.65%
Dissatisfied	12	5.31%
Very much dissatisfied	0	0%
Total	226	

Seeing the result in Table 5, we could say that most of students are satisfied with their major because the majority of students (52.65%) choose MODERATELY SATISFIED and 28.76% of them choose RELATIVELY SATISFIED, but only less than 6% of the students are dissatisfied with Business English program.

Different from TSA, Present Situation Analysis focuses on students' deficiencies. Question 6 concerns students' deficiency in knowledge and skills. The statistics are listed in Table 6.

Table 6. Q6: Which item are you least capable of

Option	Number	Percentage
Language knowledge and skills	46	20.35%
Business knowledge and skills	101	44.69%
Humanistic knowledge	42	18.58%
Intercultural communicative competence	37	16.37%
Total	226	

Most of the Business English major students are the least capable of Business knowledge and skills, which takes up 44.69% of the total. The percentages of the students who chose their deficiency in language knowledge and skills or in humanistic knowledge or in intercultural communicative competence are 20.35%, 18.58% and 16.37% respectively. Business English teachers could change their teaching plans and teaching contents in accordance with students' preference for business knowledge and skills. Under current teaching objective, it is reasonable to moderately increase business knowledge and skills training courses to meet the needs of students.

From the Present Situation Analysis (PSA) of students from School of International Business English, we find the main deficiency in their current study process, which is the shortage of practical business knowledge and skills. It could help Business English teachers to adjust their teaching objective and teaching contents to cultivate talented students to satisfy the needs of societies.

5.4.3 Learning Situation Analysis

Hutchinson and Waters pointed out that Learning Situation Analysis focuses on what learners should learn and things relate to their learning process including course arrangements, teaching methods, teaching materials, teachers, etc. In this part, this paper concerns the following 4 aspects: curriculum arrangements, teaching methods, teaching materials and teachers.

1) Curriculum Arrangements

Business English Program was evolved from English Major (Business-oriented) whose curriculum arrangement was basically adapted from the mode of language and literature major of English (Liu, 2009). Therefore, Business English Program's curriculum arrangement hasn't unique characteristics. In this part, it includes 4 questions. Question 7 is about students' attitude towards Business English courses.

Table 7. Q7: What is your attitude towards Business English Course

Option	Number	Percentage
Very much satisfied	0	0%
Relatively satisfied	113	50.00%
Moderately satisfied	90	39.82%
Dissatisfied	20	8.85%
Very much dissatisfied	3	1.33%
Total	226	

From Table 7, we can see that 50% of the students are relatively satisfied with Business English courses and 39.82% of them are moderately satisfied. Students who are not satisfied with Business English courses take up 8.85% of the total. Question 8 investigates the reason why students are dissatisfied. Statistics are listed in Table 8.

Table 8. Q8: Please choose reasons why you are dissatisfied with the courses (more than one answer)

Option	Number	Percentage
Lack of scientificity (bad at coherence and logic)	122	53.98%
Lack of focalization (not satisfied with students' needs)	180	79.65%
Lack of practicality (not career-oriented)	180	79.65%
Other reasons (Please write them down)	0	0.00%
Total	226	

The above Table 8 shows: 79.65% of the students hold the view that Business English courses are not in accordance with students' vocational development goals and cannot satisfy students' current needs; 53.98% of them think that Business English courses are not properly relevant to each other. So Question 9 is designed (from the four aspects: listening, speaking, reading and writing) to ask "which course or courses do you want to increase?"

Table 9. Q9: Which course or courses do you want to increase

Option	Number	Percentage
Listening	55	24.34%
Speaking	125	55.31%
Reading	31	13.72%
Writing	15	6.64%
Total	226	

From the data of Table 9, we can see that 55.31% of the students want to increase the number of "speaking" courses, while 13.72% of students want to increase "reading" courses and 6.64% of the students want to add "speaking" courses. That is to say, more than half of the students hope to improve their oral ability rather than reading and writing ability.

Question 10 concerns the students' attitude towards curriculum change. Statistics are listed in Table 10.

Table 10. Q10: What is your curriculum plan when you think the current plan needs to change

Courses\Options	Decrease	No change	Increase
Language courses	92(40.74%)	117(51.85%)	17(7.41%)
Business courses	8(3.7%)	25(11.11%)	193(85.19%)
Intercultural communication courses	0(0%)	42(18.52%)	184(81.48%)
Total		226	

We can see from Table 10, about language courses, 40.74% of students choose decrease and 51.85% of them choose no change, while as for business courses, 85.19% of students believe business courses should be increased, so it once again proves that students show great interest in business courses. Therefore, considering the arrangement of business English teaching curriculum, we should take full account of students' needs and try to increase some business courses as possible.

2) Teaching Methods

Question 11 concerns the teaching methods that students think is useful.

Table 11. Q11: What is/are the way(s) that can help you with your learning

Option	Number	Percentage
Textbook	94	41.59%
Case study	195	86.28%
Individual or group presentation	140	61.95%
Debate or discussion	125	55.31%
Others	8	3.54%
Total	226	

As can be seen from the result of Table 11, the main teaching methods in use are textbook teaching, case study, individual or group presentation and debate or discussion, which account for 41.59%, 86.28%, 61.95%, and 55.31% respectively. It is obvious that the most effective way of teaching favored by the students is case study.

The questionnaire also made a Likert 5 scale on students' overall satisfaction with current teaching methods. The five scales include VERY MUCH SATISFIED, RELATIVELY SATISFIED, MODERATELY SATISFIED, DISSATISFIED, VERY MUCH DISSATISFIED (Table 12).

Table 12. Q12: What is your attitude towards current teaching methods

Option	Number	Percentage
Very much satisfied	0	0.00%
Relatively satisfied	140	61.95%
Moderately satisfied	78	34.51%
Dissatisfied	8	3.54%
Very much dissatisfied	0	0.00%
Total	226	

The above data shows that the majority of students choose the items: RELATIVELY SATISFIED and MODERATELY SATISFIED; namely, 61.95% of the students choose RELATIVELY SATISFIED and 34.51% of them choose MODERATELY SATISFIED. But the percentages of both VERY MUCH DISSATISFIED and VERY MUCH SATISFIED are 0.00%. It means that Business English teachers' teaching methods in Guangdong University of Foreign Studies was approved by students and the teaching methods of using case study, group discussion and classroom presentation are effective and favorable.

3) Teaching Materials

This part consists of 3 questions. The 13th question is "Which kind of teaching materials is most helpful for your learning?".

Table 13. Q13: Which kind(s) of teaching materials is (are) most helpful for you? (more than one answer)

Option	Number	Percentage
Textbooks	95	42.04%
News	155	68.58%
Tv dramas	95	42.04%
Talk shows	24	10.62%
Others	0	0.00%
Total	226	

The data in Table 13 reveals that 68.58% of students choose news and 42.04% of them choose TV drama. It means news and TV drama are more accepted among students because these kinds of materials are updated and interesting for them to consolidate and improve their English proficiency. In addition, the textbooks are also favored by students, which accounts for 42.04%.

Question 14 investigates whether the goal of Business English materials match with students' career development.

Table 14. Q14: Do you think the current teaching materials match with your career development

Option	Number	Percentage
Completely match	0	0.00%
Moderately match	96	42.48%
Hardly match	122	53.98%
Completely mismatch	0	0.00%
Do not know	8	3.54%
Total	226	

The statistics of Table 14 shows that over half of the students (53.98%) choose the item of HARDLY MATCH, revealing that current materials are not in line with students' needs, which cannot contribute to students' future career development.

In Question 15, we ask the students a question concerning the degree of difficulty of current textbooks:

Table 15. Q15: What is your opinion of the difficulty of current textbooks

Option	Number	Percentage
Very difficult	8	3.54%
Moderate difficulty	195	86.28%
Very simple	23	10.18%
Do not know	0	0.00%
Total	226	

Table 7 tells us that 86.28% of students believed that they can get used to the current textbooks. Only a very small part of the students thought the textbooks are very simple (10.18%) or very difficult (3.54%) to use, which shows that the difficulty of textbooks is in accordance with the needs of most students.

4) Teachers

This part includes 2 questions. Question 16 is a Likert 5 scales statistics, which investigates students' attitudes towards Business English teachers.

Table 16. Q16: What is your attitude towards current Business English teachers

Option	Number	Percentage
Very much satisfied	0	0.00%
Relatively satisfied	86	38.05%
Moderately satisfied	133	58.85%
Dissatisfied	7	3.10%
Very much dissatisfied	0	0.00%
Total	226	

The data of Table 16 has indicated that 58.85% of the students are moderately satisfied with their teachers and 38.05% of them feel relatively satisfied. However, the students who hold the opinion of dissatisfaction account for 3.10% of the total. Generally speaking, the students approve of Business English teachers' performance.

Question 17 tries to find the reason why students are dissatisfied with their teachers. The data are showed in Table 17.

Table 17. Q17: If you are not satisfied with Business English teacher, please choose the reason(s)

Option	Number	Percentage
Low level of language proficiency	47	20.80%
Unreasonable teaching methods	140	61.95%
Lack of business-related knowledge and skills	94	41.59%
Other reasons (please write them down)	39	17.26%
Total	226	

The result of Question 17 shows, the choice of UNREASONABLE TEACHING METHODS ranks the first in percentage (61.95%), while the choice of LACKING BUSINESS-RELATED KNOWLEDGE AND SKILLS accounts for 41.59% of the total. It indicates that teachers' business and English knowledge as well as their teaching methods need to be further improved. Besides, many students wrote down some other reasons like teachers' responsibilities and moral characters with which they are not so satisfied. Therefore, from the perspective of students' needs analysis, they think solid language foundation and profound knowledge of business theory are particularly important for Business English teachers. Considering the development of Business English discipline, we believe that the Business English teacher training should focus not only on scientific researches, academic achievements and teaching performance, but also on the improvement of teachers' moral character.

6. Findings and Suggestions

6.1 Findings

Through the above analysis and discussion of the data drawn from the questionnaires, this study gets the following findings:

(1) Students choose Business English as their major mostly on account of demand for employment and interest. However, the current Business English textbooks in China fail to take full account of their career development needs; (2) In the aspect of the learners' and societies' needs, students from International Business English School of Guangdong University of Foreign Studies demonstrate their interests in business related courses; (3) Statistics indicate that students are generally devoid of practical business knowledge and skills; (4) Business English textbooks are an important teaching aids and students want them to be practical, targeted, updated, interesting and focusing on communication; (5) Current Business English teaching modes which adopted by Business English teachers are relatively simple and cannot meet the expectations of their students; (6) The survey shows students want Business English teachers to improve their overall abilities.

6.2 Suggestions

Based on the above findings, this paper supplies some suggestions from the following three aspects:

Firstly, there six suggestions for the improvement of curriculum arrangements: (1) Some bilingual courses based on current teaching mode can be added, that is, most of the contents can be taught in English and key points and difficult issues can be explained in Chinese; (2) Writing courses should be innovated. In view of students' disinterest in writing courses, we can change the existing structure of writing courses and introduce new forms, interesting contents relevant to the student life so as to renew traditional writing curriculum; (3) Considering students' needs for speaking courses, it is reasonable to increase the number and hours of speaking courses so as to diversify the current speaking course mode; (4) Reading courses can be moderately reduced. Encourage students to read independently and share the reading experience in the class; (5) The number of business related courses should be moderately increased, and their quality should also be improved. High quality business courses will gradually form a unique curriculum arrangement of Business English Program; (6) The curriculum arrangements of Business English should be in line with the needs of market and students' current language proficiency, which means that Business English curriculum arrangement should include practical business skills courses such as business negotiations, business letters, business etiquette and other business practice and training courses. It is necessary to satisfy students' study needs and at the same time to promote their vocational abilities.

Secondly, as for the teaching materials, three suggestions are given: (1) Teaching materials of courses such as Management and Economics should maintain current high quality and try to add the latest contents as possible, so that students can learn the most updated knowledge of economics and management. Besides, focusing on practicality is always the top concern, because students can apply their knowledge in future work; (2) Teaching materials design should not only meet the needs of Business English teaching, but also give full consideration to students' career development needs. The introduction of the real scenes of workplace into textbooks can guide students to do better in the preparation for future careers; (3) Teaching materials should have scales of difficulty. Most of the contents should be consistent with the needs of the majority of students. However, a small part of difficult contents should be increased to meet the needs of a few students who are better than others at learning.

At last, in terms of the improvement of Business English teachers' performance, there are two applicable suggestions as follows: (1) Business English teachers' performance can be further perfected from the aspects of morality, knowledge, teaching style, teaching attitude, language proficiency and interpersonal relationship with students; (2) Business English teachers could use different teaching methods in the teaching process, and those methods should be adequately adapted to different teaching contents to increase the teaching efficiency and interaction between teachers and students.

7. Conclusion

This paper combines the theories of Target Situation Analysis, Present Situation Analysis and Learning Situation Analysis as the theoretical framework to investigate the different aspects of Business English Program such as learning motivation, employment goals, learning objectives, skills deficiency, curriculum arrangements, teaching methods, teaching material, students' (dis)satisfaction with teachers based on the questionnaires from the business English major students of Guangdong University of Foreign Studies. After a detailed analysis of the data, this writing draws six findings, based on which some suggestions are provided from three aspects: the improvement of curriculum arrangement, the teaching materials and the improvement of Business English teachers' performance. It is hoped that in the future, Business English teaching should emphasize the

development of Business English skills and teaching mode which are related to business skills and knowledge. With the introduction of “Business English Program Standards” and the improvement of teachers’ proficiency by the State Education Committee, more and more universities and colleges will utilize their own advantages to develop their own combination mode of Business English with business-related knowledge in order to improve the quality of Business English teaching and satisfy students’ future career requirements.

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